



# The Academy Instructional Time Policy

*Pursuing Truth, Wisdom, Excellence*

**Mission Statement:** The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships.

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a teacher, including:

- Classroom instruction time
- Individual student work time while at school, including study hall and library research
- School-related field trips
- Independent study
- Assemblies

For in-person instruction, calculations for contact time may include passing periods between classes. Time calculated as "actively engaged in the educational process" shall not include:

- Lunch
- Teacher preparation time
- Passing between lunch and a class

For the 2021-22 school year, in response to COVID-19 and the flexibilities made available by the state, the Board expands its definition of "educational process" to include:

- Instruction delivered electronically
- Independent, remote work time for students that is directed and monitored by educators

For remote instruction, calculations for contact time may be based off of the academic content covered, student demonstrations of learning, estimated times for students to complete independent work, and/or other methods identified by the school to compare in-person learning to remote learning. Additional information about how teacher-pupil instruction will occur during remote learning days as well as a bell schedule equivalency statements is outlined below and shall be further detailed in The Academy's 2021-22 Learning Plan.

## **Kindergarten – 5<sup>th</sup> Grade**

### *Instructional Time*

The Academy defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a teacher, including: classroom instruction time, individual student work time while at school (including study hall and library research), school-related field trips, independent study, assemblies, instruction delivered electronically, independent remote work time for students that is directed and monitored by educators, and other school-organized learning activities.

### *Teacher-Pupil Instruction for Remote Learning*

Remote instruction will be delivered through Google Classroom, Freckle, Envision, Wonders, Lexia, Accelerated Reader, and Google Meets. Students will engage in synchronous learning through Google Meets two times per day Monday through Thursday for math, literacy, social

studies, and science instruction. Students will engage in asynchronous learning through Envision, Wonders, Lexia, Accelerated Reader, and Freckle five days per week. Remote learners will receive Specials instruction on a weekly basis via prerecorded videos, an online menu of activities, and the Google Classroom.

#### *Bell Schedule Equivalent*

The Academy follows a semester calendar structure. For each semester into which the student is scheduled as of the pupil enrollment count date, the equivalent teacher-pupil instruction and contact time is 25 hours per week for students in kindergarten and 27.5 hours per week for students in grades 1-5. During remote learning, kindergarten students will engage in the remote equivalent of 5 hours per day of on-site teacher-pupil instruction and students in first through fifth grade will engage in the remote equivalent of 5.5 hours per day of on-site teacher-pupil instruction.

#### *Attendance*

For students participating in the hybrid in-person learning model:

- Attendance on in-person days will be taken each morning and recorded in PowerSchool.
- Attendance for remote learning days will be based on completion of independent practice assigned through Google Classroom, parent documentation of completed work, and completion of lessons assigned through external online programs. This will be recorded in PowerSchool each Friday by 3:30pm.

For students participating in the full remote learning model:

- Attendance will be based on participation in synchronous live video sessions, completion of independent practice assigned through Google Classroom, parent documentation of completed work, and completion of lessons assigned through external online programs.
- Attendance will be recorded in PowerSchool at the end of each instructional day.

#### *Grading*

In core subject areas (math, literacy, social studies, science), grades will be taken through summative assessments. Summative assessments may include but are not limited to: unit tests, independent classwork, and quizzes. Grade level teams will collaboratively decide on common summative assessments to grade. Assessments will be given without accommodations/modifications except for students who have learning plans (i.e., 504, IEP, ELL). Zeros for missing or late assignments will not be included in grades for achievement. These assignments will be marked as incomplete with the expectation that the teacher will make arrangements for the student to make up the work or repeat the learning experiences missed. Assessments will be allowed to be redone at the teacher's request only. A minimum of one grade per subject per student will be recorded quarterly. General core classes will use a percent, A-F scale. Specials classes will issue Pass/Fail Grades for assignment/activity completion throughout a quarter.

## 6<sup>th</sup> – 12<sup>th</sup> Grade

### *Instructional Time*

The Academy defines “actively engaged in the educational process” as time when students are working toward achieving educational objectives under the supervision of a teacher, including: classroom instruction time, individual student work time while at school (including study hall and library research), school-related field trips, independent study, assemblies, instruction delivered electronically, independent remote work time for students that is directed and monitored by educators, and other school-organized learning activities.

### *Teacher-Pupil Instruction for Remote Learning*

Remote instruction will be delivered through Google Classroom (6-12), Google Meets (6-8), and Zoom (9-12). All pertinent instructional materials, daily lessons, and assignments will be posted to the Google Classroom for use by remote students. Remote students will also use this platform to submit their completed work. All remote students will have access to teacher-delivered lessons via a synchronous video stream. During synchronous lessons, remote students will be able to interact with their teachers via online chat to ask questions, respond to prompts, and receive feedback. The video from all synchronous lessons will also be saved and posted to the Google Classroom for students to view asynchronously when they are unable to attend in real time.

### *Bell Schedule Equivalent*

The Academy follows a semester calendar structure. For each semester-long course into which a student is scheduled as of enrollment pupil count date, the equivalent teacher-pupil instruction and contact time is 55 minutes a day (on average) per course. Secondary students will be expected to “attend” synchronous or asynchronous classes aligned to that same time duration regardless of their delivery method (in-person, hybrid, or full remote learning).

### *Attendance*

Students in grades 6-12 will attend the majority of their classes synchronously whether they are in their assigned cohort classrooms or have selected full remote learning. To provide some flexibility for both teachers and families, lessons will always be available asynchronously as well. At certain times throughout the week, asynchronous coursework will be assigned in lieu of attending a live-streamed session. Due to this variance in structures throughout the week, teachers in grades 6-12 may take daily attendance through three possible methods:

- Beginning of class “roll call” method, taking into account both students live in class and those attending class via live-stream (morning and afternoon for 6-8, at the beginning of each class for 9-12).
- Submission of a short task or exit ticket following the completion of the assigned classwork.
- In the event that a student is unable to attend in “real time” due to technological difficulties or other barriers, parent documentation of completed assignments.

Teachers are expected to take attendance in PowerSchool for all their classes no earlier than 3:00pm and no later than 4:00pm each day. Students submitting work after 4pm and prior to

midnight (11:59pm) of the same day will be initially marked absent that day but have their attendance rectified within one week.

*Grading*

Grades will be recorded following each level's individual grading policy as would apply in a typical year. Grades are recorded in PowerSchool with the basic expectation of at least one grade recorded per week per student. Grading is expected to remain consistent regardless of the type of schedule chosen by the family or the type of course (core subjects versus electives). Late work, retakes, absent work, and all other subheadings of the grading policies will remain the same.

\*\*\*\*\*

**POLICY HISTORY**

This policy supersedes any previously existing policy of The Academy of Charter Schools pertaining to the content herein.

Board Chair Signature:  \_\_\_\_\_

Date of Adoption:  \_\_\_\_\_